

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?					
Indicator Targets	Does not meet standard	School has received an 'F' for the most recent school year			
	Approaching standard	School has received a 'D' for the most recent school year			
	Meets standard	School has received either a 'B' or 'C' for the most recent school year			
	Exceeds standard	School has received an 'A' for the most recent school year			
School Rating	The school <u>Does not meet standard</u> on this indicator for 2013-14				
Sub-ratings	Sub-ratings		Points	Result	Sub-rating
	Elementary/Middle School Letter Grade		0.00	F	DNMS
	High School Grade Letter Grade		Not Applicable		

The Indiana State Board of Education awarded Emma Donnan Middle School an **F** for its 2013-14 school year performance. A school receives its final letter grade by earning proficiency points in both English/Language Arts and Math and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

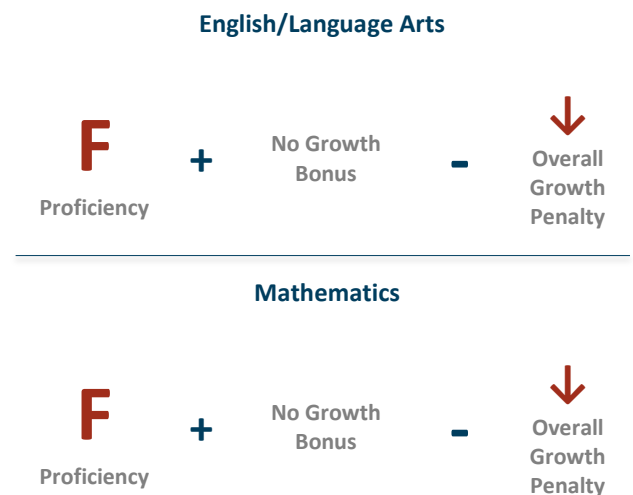
State Accountability Results – Elementary/Middle

In Spring 2014, 43.0% of Emma Donnan Middle School students passed the English/Language Arts portion of ISTEP+, while 46.4% of students passed the Mathematics portion.

In English/Language Arts, Emma Donnan Middle School did not receive any bonus points for high growth in the Top 75% super subgroup. However, the school did receive a penalty for overall low growth.

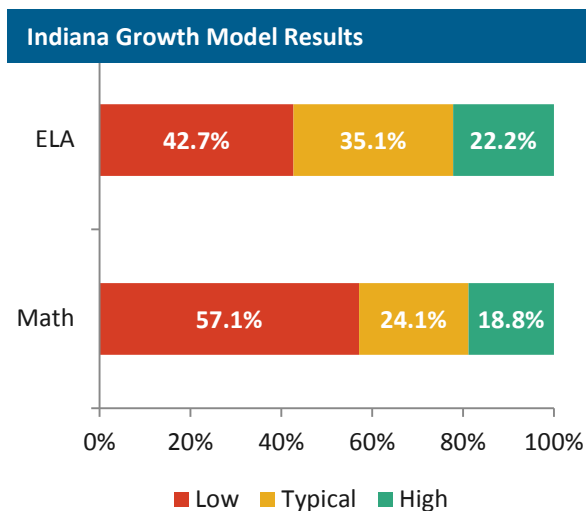
In Mathematics, the school did not earn any bonus points for high growth in the either super subgroup. However, the school did receive a penalty for overall low growth.

Based on its ISTEP+ proficiencies and growth bonuses and penalties, the school received an **F** for the 2013-14 school year and received a **Does Not Meet Standard** on the Office of Education Innovation (OEI) performance framework.



1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model		
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>	
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).
School Rating	The school Does not meet standard on this indicator for 2013-14	

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see the expanded criteria section for this core question in the OEI performance framework.

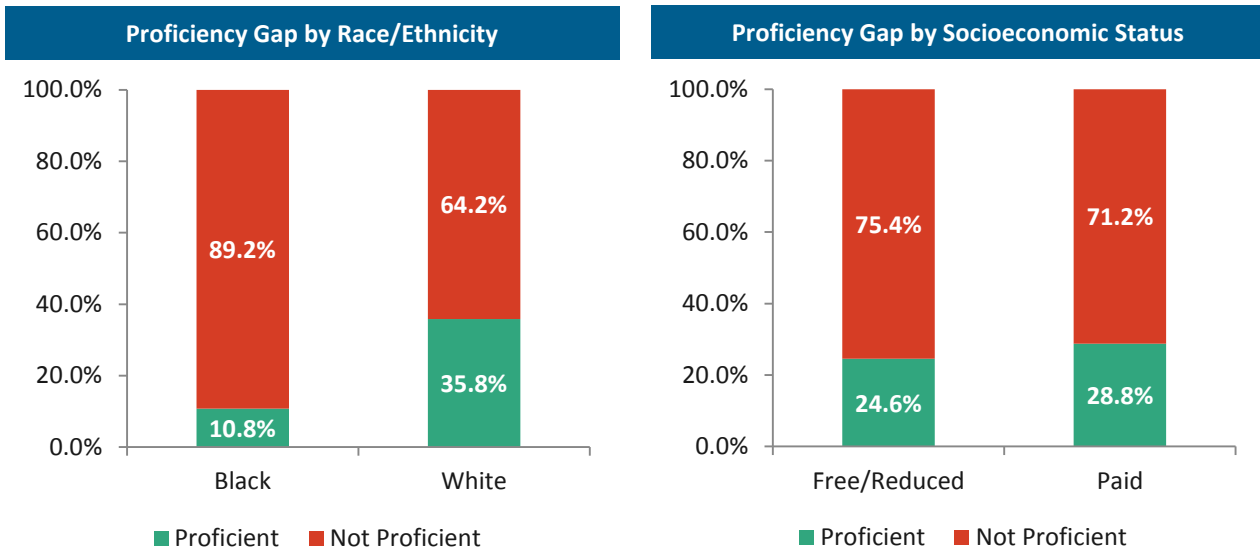
In 2013-14, 57.3% of Emma Donnan Middle School students made typical or high growth in English/Language Arts, while 42.9% made those gains in Mathematics.

As shown in the table below, a weighted average across both subjects shows that 50.1% of students at Emma Donnan Middle School made sufficient gains in 2013-14. Thus, the school received a **Does not meet standard** on the OEI performance framework.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient
English/Language Arts	42.7%	35.1%	22.2%	57.3%
Math	57.1%	24.1%	18.8%	42.9%
Weighted Average				50.1%

1.3. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?		
Indicator Targets	Does not meet standard	School has more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
	Approaching standard	School has no more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
	Meets standard	School has no more than 10% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
	Exceeds standard	School has no more than 5% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
School Rating	The school Does not meet standard on this indicator for 2013-14	

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for Emma Donnan Middle School is captured below.



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While 53.4% of all Emma Donnan Middle School students were proficient, there are gaps between the overall performance of a variety of student groups.

As shown in the left graph above, the gaps occur between White student proficiency and Black student proficiency, resulting in a difference of 25%.

Additionally, as shown in the right graph above, Emma Donnan Middle School has a proficiency gap between Paid student proficiency and Free/Reduced lunch student proficiency, resulting in a difference of 4.3%.

The larger of these two differences, the 25% difference in racial groups, leads to Emma Donnan Middle School receiving a **Does not meet standard** on the OEI performance framework for the 2013-14 school year.

1.4. Is the school's attendance rate strong?				
Indicator Targets	Does not meet standard	School's attendance rate is less than 89.9%.		
	Approaching standard	School's attendance rate is greater than 90% and less than or equal to 94.9%.		
	Meets standard	School's attendance rate is greater than or equal to 95.0%.		
School Rating				
	The school <u>Does not meet standard</u> on this indicator for 2013-14			
	Sub-ratings		Result	Rating
	Elementary/Middle School Grades		88.1%	DNMS
	High School Grades		Not Applicable	

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Attendance by Grade Level

7 th Grade	88.6%	✗
8 th Grade	87.4%	✗
Overall Average	88.1%	✗

Emma Donnan Middle School has an aggregate attendance rate of 88.1%, and both grade levels fell below the 95% standard. Due to its aggregate rate, Emma Donnan Middle School received a **Does Not Meet Standard** on the OEI performance framework.

1.5. Is the school meeting its school-specific educational goals?		
Indicator Targets	Does not meet standard	School does not meet standard on either school-specific educational goal.
	Approaching standard	School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, OR 3) meeting standard on one school-specific education goal, while approaching standard on the second goal.
	Meets standard	School is 1) meeting standard on both school-specific educational goals, OR 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.

	Exceeds standard	School is exceeding standard on both school-specific education goals.	
School Rating	The school <u>Exceeds standard</u> on this indicator of 2013-14.		
School-specific Information	Goal	Result	Rating
	Increase NWEA student achievement scores by 3 points in Reading, ELA, and Math for students who attend for both benchmarks	10 (Reading) 10.3 (ELA) 9.1 (Math)	Exceeds
	Increase percentage of teachers using Higher Order Thinking questions/skills within their lessons to 80% as measured by Quest visits and walkthroughs	77.5%	Exceeds

Each year, Mayor-sponsored schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2013-14, Emma Donnan Middle School set its first goal around student achievement on the NWEA assessments for Reading, ELA, and Math. The school reports that there was a 10 point gain in Reading, 10.3 point gain in ELA, and a 9.1 point gain in Math, earning the school an **Exceeds standard** on the first goal.

Emma Donnan Middle School set its second goal around the percentage of teachers using Higher Order Thinking within their lessons as measured by Quest visits. The school reports that 77.5% of teachers used Higher Order Thinking within lessons, earning an **Exceeds standard** on the second goal.

Overall, Emma Donnan Middle School received an **Exceeds standard** on the OEI performance framework for this indicator.

School Mission Statement

Emma Donnan Middle School's Mission is to provide students with the necessary tools and skills needed to develop superior levels of achievement. We strive for academic, social and physical excellence by providing a quality and challenging curriculum. We promote positive moral and social values, foster an atmosphere of self-discipline in a safe learning environment, and maximize individual productivity to meet the needs of a changing global society. Emma Donnan Middle School students will be able to maximize their potential for successfully actualizing their goals with confidence and intrinsic motivation, thereby enabling each student to become a lifelong learner and strong functional contributor to their local community as well as their global community.